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ABSTRACT

This study examined the degree to which grade point average (GPA), psychological adjustment, and different coping styles would predict at-risk, urban, African American high school students' attitudes about race. A group of 100 high school seniors completed the Adolescent Coping Orientation for Problem Experiences, the Affects Balance Scale, and the Black Racial Identity Attitudes Scale. The Black Racial Identity Attitudes Scale focused on progress through four stages of formation of racial identity: pre-encounter, encounter, immersion, and internalization. Cumulative GPAs were identified through school records. Results indicated that the contribution of the model studied (GPA, psychological adjustment, and coping strategies) as a predictor of students' racial identity attitudes significantly associated with attitudes related to pre-encounter and internalization statuses. The model did not significantly predict attitudes associated with the encounter or immersion/emersion stage of racial identity. Results suggest that counselors and educators might use adolescent coping strategies, academic performance, and psychological adjustment as a means to better identify struggles with identity in terms of being black in a predominantly black urban school setting. (Contains 31 references.) (SM)

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Black Racial Identity Attitude Development in the Black Community:

A study of psychological adjustment, coping styles and GPA

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Black Racial Identity Attitude Development in the Black Community:

A study of coping styles and GPA

Abstract

This poster session will present the results of a study examining the degree to which grade point average, academic performance and different coping styles predict urban African American high school students' attitudes about race. The results of multiple regression analyses indicated that, the entire model was found to significantly predict 39% ($p = .03$) and 41% ($p = .02$) of the variance in the Internalization racial attitudes scores within this population. The model was not found to significantly predict the attitudes associated with the Encounter or the Immersion/Emersion stage of racial identity for African American urban adolescents in this study.

Black Racial Identity Attitude Development in the Black Community:

A study of psychological adjustment, coping styles and GPA

500-word Summary

Rationale

First, although the revised Cross Model of Nigrescence allows a tracing of African Americans' journey from self-hate to a self-healing and culturally affirming self-concept, most of the empirical research examining the predictors and effects of this developmental process target university Black student populations on predominantly White campuses. These results are critical in understanding the challenges unique to each stage of development, however, may not be generalizable to those who live within Black communities. Given that all individuals in this country, even African Americans within African American communities, have been exposed to media and experiences that positively reinforce and highlight White cultural norms and 'Whiteness', it would seem reasonable to assume that differences in racial attitudes would exist even within racially monolithic African American communities. Currently little is known about the variables that influence differences in racial attitudes in these settings.

Second, many leaders within Africentric Psychology have purported a direct relationship between optimal levels of academic success and psychological well-being and strong positive sense of self as an African American as reflected in the Internalization stage of development (i.e., highest stage of Black racial identity development). These leaders have gone as far as to suggest the importance of maintaining racially segregated Black schools to avoid the mainstream- purported association between academic excellence and Whiteness, a deterrent to strong academic performance for some. Though a significant relationship has already been empirically established between Black students' psychological adjustment and coping, and conceptually between GPA and Internalization racial attitudes, little is known about the influence of coping,

psychological adjustment, and GPA on Black racial identity attitude development. This current empirical study will add to the literature by identifying if and to what degree psychological adjustment, coping styles, and cumulative GPA predict Black students' racial identity attitudes within an urban school setting. Recommendations for future research and implications for service delivery, training, and educational reform will be provided.

Black Racial Identity Attitude Development in the Black Community:

A study of psychological adjustment, coping styles and GPA

Introduction

Resilience and coping skills

Environmental disadvantage and stress can lead to behavioral and psychological difficulties among children (Luthar & Zigler,1991). Urban African American adolescents compose a population that is at particular risk for poor developmental outcomes. Some of the conditions that describe the state of the urban underclass include poverty, academic failure, early death due to poor health care and violence, drug abuse and addition, high unemployment rate, teenage pregnancy, gangs, and high scrime rates (Steward, et al., 1998; Dryfoos, 1990; Halpern, 1990; Mastern, Best & Garmezy, 1990; Werner, 1990). The period of adolescence is an extra challenge for African American students due to the developmental task of integrating their individual personal identity with their racial identity. This integration process is a necessary and inevitable developmental task of growing up Black in the mist of White mainstream culture (Ward, 1995; Cross, 1991). Despite all of these challenges, however, many children are able to overcome adverse influences and mature into well-adapted individuals (Luthar & Zigler, 1991). Not all African American adolescents are influenced negatively in their urban environments (Miller & MacIntosh,, 1999). Positive adaptation regardless of negative environmental influences is referred to as resilience (Miller & MacIntosh, 1999). Research on resilience focuses on factors that enable an individual to adapt successfully to the environment, despite challenging or threatening circumstances (Miller & MacIntosh, 1999; Garmezy, 1991). The research findings (Steward, et al., 1998) have revealed specific strategies for coping with day-to-day stressors higher achieving urban high school students.

Racial Identity and School achievement

A few studies have examined the relationship between racial identity and school achievements of high school students (Witherspoon, et al. 1997). The previous studies on this matter have yielded conflicting results. In the research exploring the process of African American students' academic achievement, Fordham (1988) suggested that high-achieving African American students consciously or unconsciously dissociate themselves from the African American community. Fordham and Ogbu (1986) have argued that academic failure may be interpreted as the attempt to maintain their identification with their own culture among African American students. School failure may represent a desire to form a personal identification and to demonstrate their distinctiveness from and opposition to dominant White, European American culture. Some students reject academic effort, because they view academic performance as futile due to external factors such as inequities in the social and educational systems. Fordham and Ogbu (1986) described this phenomenon as "the burden of acting White". Arroy and Zigler (1995) also found that "racelessness" behaviors and attitudes described by Fordham and Ogbu are common to high achieving African American youth, although it is not unique to African American students.

On the other hand, several studies have shown that high achieving African American adolescents are self-confident, industrious, and well adapted in their social environments (Allen, 1985; Comer, 1988; Evans & Quarterman, 1983; Fordham & Ogbu, 1986). Ward (1990) also found that African American high school students converged racial identity and academic achievement successfully. According to Ward, high achieving African American students reported having positive comments about their race. Ward concluded that African American students have to reject the negative evaluation of Blackness adhered to by the White society and develop positively valued and desired self as a Black.

McCurtis (1997) purported that educators may be in error to accept that either viewpoint completely. Instead, this author supported the premise that a variety of racial identity attitudes actually exist with the African American high school student population and found that high school students with positive Black identity attitudes tended to receive good grades, and that students with pro-Black/anti-White attitudes tended to have poor grades. Both Encounter and Immersion attitudes were inversely related to GPA. The more that students held Encounter and Immersion attitudes, the lower their GPA. The best predictor model for GPA was Immersion attitudes. Immersion/Emersion attitudes are associated with involving oneself completely in Black culture.

African American adolescents and psychological adjustment

Fordham and Ogbu suggest that high achieving Black adolescents may experience a great deal of interpersonal conflict and ambivalence, because they have difficulty integrating the demands of the school environment with those of their own culture. African American adolescents may have to struggle for peer acceptance and racial identity. Accusation of not being Black from their peers may be a great fear if academic achievement has been associated with 'being White even by a small number of peers within the life setting. Consequently, in order to protect themselves from such criticism, affiliation with lower achievers and culturally 'Black' activities may be limited (Fordham, 1988; Fordham & Ogbu, 1986).

There has been a few empirical studies that have examined the relationship between psychological adjustment and racial identity attitudes. Nevillle et al. (1997) found Pre-encounter and Immersion/Emersion attitudes to be significantly associated with greater levels of distress. Denial of the social importance of one's Blackness (Pre-encounter attitudes) and, conversely, the idealization of one's racial heritage (Immersion/Emersion attitudes) have been found to be associated with lower levels of both self-esteem and self-actualization, as well as higher levels of anxiety, feel[illegible] of

personal inadequacy and hypersensitivity (Perham & Helms, 1985). Carter (1991) found that Pre-encounter attitudes have also been significantly associated with lower levels of general well-being and less participation in cultural activities among college students. Although Encounter attitudes have been found to be associated with positive psychological health, such at higher levels of self-esteem and increased self-actualization, these attitudes also have been associated with lower degrees of mental health indexes.

It is clear that currently there are mixed findings in the literature that examines the association between African American adolescents' racial attitudes and academic performance, psychological adjustment or well-being, and means of coping with stress in their environment. This current empirical study will add to the literature by identifying if and to what degree psychological adjustment, coping styles, and cumulative GPA predict Black students' racial identity attitudes within an urban school setting.

Method

Parental consent was received for 100 Black urban high school juniors and seniors in a high-risk district for poverty, unemployment, and crime. Seniors were selected in an attempt to include only students whose life circumstances and personal decision-making were adequate to proceed through the 12th grade in this community. This was particularly important given the significant high attrition in this school setting. Participants completed: the Adolescent Coping Orientation for Problem Experiences (Patterson & McCubbin, 1983), a measure of coping styles; and, the Black Racial Identity Attitudes Scale (Helms, 1990), a measure of Black Americans' attitudes about race. Cumulative GPAs were identified through the school records at the time of data collection. Pearson product correlations were performed to examine the relationships among all variables examined. A multiple regression analysis was performed to identify the degree to which the criterion variables (Pre-Encounter subscale scores, Encounter subscale scores,

Immersion-Emersion subscale scores, Internalization subscale scores) are predicted by the independent variables (cumulative GPA, coping styles, psychological adjustment).

Research Setting

Community high school is located in a predominantly African American community consisting of just over 40,000 people on the out-skirts of a large urban area in the Midwest. The community is generally of lower socioeconomic status, with a mean household income of $8,200 annually. Nearly 40% of the population lives at or below the poverty level (based on family size and income). The unemployment rate is 27%, and 63% of the households below the poverty level are headed by women and include children under the age of 18 years. The racial composition of the population surrounding the high school includes nearly 85% African American, 13% Caucasian Americans, and 2% individuals of other racial or ethnic identification.

The high school serves approximately 1250 students. Of the student body, 97% is African American. The school's staff consists of 65 teachers and four administrators, most of whom were Caucasian American. The high school's mean grade point average (GPA is 1.75. The school's daily absenteeism rate is 15%, and the overall attrition rate is 20%.

Procedure

After reading a brief description of the study, researchers asked participants under the age of 18 to take consent forms home to obtain parents' signature. In addition, all students were asked to provide written consent by completing and signing an information sheet at the time of packet completion.

Data collection occurred during normal school hours on 2 consecutive days. Research assistants and teachers instructed in the methods of administering the instruments provided each participant with a packet of the measures described below.

Measures

Affects Balance Scale. The Affects Balance Scale (ABS; Derogatis, 1975) is a self-report adjective mood scale with a construct base rooted in the idea that healthy psychological adjustment or well-being is represented by the manifestation of positive affects or emotions as well as the relative absence of negative emotions. Mood and affect states are reflected in the ABS by four positive affect dimensions (Joy, Contentment, Vigor, and Affection) and four negative affect dimensions (Anxiety, Depression, Guilt, and Hostility). The overall score on the test, the Affect Balance Index (ABI), reflects the balance between positive and negative affects expressed in standardized scores. The larger the ABI, the more the positive psychological adaptation is represented. The ABS is composed of 40 items and requires only 3 to 5 minutes for completion.

Adolescent Coping Orientation for Problem Experiences. The Adolescent Coping Orientation for Problem Experiences (A-COPE; Patterson & McCubbin, 1983) is a coping inventory designed to identify the behaviors adolescents find helpful in managing problems or difficult situations. The normal developmental tasks of adolescents center on the search for identity, both as part of a group and as individuals, with attention focused on physical, social, and psychological aspects of self. The need to develop enough independence from one's family, to discover one's separateness and uniqueness, frequently creates an atmosphere of conflict in the family. The 95 items were grouped conceptually into the following patterns for coping: a) ventilating feelings (expression of frustrations and tensions such as yelling, blaming others, saying mean things, and complaining to friends or

family), b) seeking diversions (efforts to keep busy and engage in relative sedate activities, such as sleeping, watching TV, or reading, as a way to escape from or forget about the sources of tension and stress), c) developing self-reliance and optimism (directing efforts to be more organized and in charge of the situation as well as to think positively about what is happening to him or her), d) developing social support (efforts to stay emotionally connected with other people through reciprocal problem solving and expression of affect), e) solving family problems (use of communication with family members and following family rules to minimize conflict), f) avoiding problems (use of substances as a way to escape), g) seeking spiritual support (religious behaviors), h) investing in close friends (seeking closeness and understanding from peers), I) seeking professional support (getting help and advice from a professional counselor or teacher about difficult problems), j) engaging in demanding activity (engaging in challenging activities that allow achievement toward a goal such as strenuous physical activity, improving oneself, or working hard on schoolwork), k) being humorous (not taking the situation too seriously by joking or making light of a situation), and l) relaxing (to reduce tension by engaging in activities such as daydreaming, listening to music, or riding around in a car.). Each coping strategy is represented in a subscale with an individual score. The instrument is based on the premise that adolescents will use more than one style of coping with day-to-day problems. Completion time is approximately 10 minutes.

Black Racial Identity Attitudes Scale. The RIAS-B (Helms, 1990; Helms & Parham, 1985; Parham & Helms, 1981) was developed based on Cross's (1978)

assumption that African American individuals, as they move from a position of degrading their racial identity to feeling secure with their racial identity, progress through four identifiable stages: Pre-encounter, Encounter, Immersion, and Internalization. The RIAS-B assesses African American persons' attitudes about themselves. The short form of the RIAS-B consists of 30 attitude statements with a corresponding 5-point Likert-type response format (strongly agree to strongly disagree). The RIAS-B is scored by averaging ratings for the appropriate keyed items assigned to each of four subscales. Averaged subscale scores range from 1 to 5, with higher scores indicating greater endorsement of the attitudes represented by each subscale. The original version was derived from the responses of 54 college students attending a predominantly White Midwestern university. Additional normative samples were drawn from both predominantly White and historically Black universities (Pyrant & Yanico, 1991). Internal consistency reliability estimates for the RIAS-B are reported for each stage of racial identity: Pre-encounter .69, Encounter .50, Immersion .67, and Internalization .79. Cronbach's alpha was used again to compute respective reliability coefficients: Pre-encounter, .76; Encounter, .51; Immersion, .69; and, Internalization, .80 (Helms & Parham, 1985).

Racial Identity according to (Helms, 1990; Richardson & Helms, 1994), refers to "a sense of group or collective identity based on one's perception that he or she shares a common racial heritage with a particular racial group." (p. 172). Central to much of the theory and research on African American racial identity are Helm's five racial identity ego statuses. These statuses addresses the

development of African American racial identity and the respective attitudes associated with each African American racial identity stage. The Conformity (Pre-Encounter) Status is depicted by devaluation of own group and loyalty to White-European standards. The Dissonance (Encounter) Status is depicted by racial confusion concerning one's own group. The Immersion/Emersion Status is depicted by complete praise of one's socio-racial group and attack/rejection of White-European values and institutions. The Internalization Status is depicted by praise of one's own group/cultural attributes, and the ability to interact objectively with members of the White-European groups. The Integrative Awareness Status is depicted by the ability to value one's own cultural identity and be able to relate with members of other oppressed groups (Helms, 1995).

Procedure

Classrooms were randomly sampled by the hour and the teachers of the core freshmen course work. Parental consent was provided for 175 students; however due to absences, incomplete packets, and students' unwillingness to participate, only 100 completed packets were returned. In exchange for teacher participation, after the packets were collected, researchers engaged classes in mini-workshops addressing the development of problem-solving skills and coping styles.

Results

Table 1 presents the means, standard deviations, and ranges of all variables included in the study. Pearson product correlations were performed to identify significant relationships between each of the variables in the study.

Table 2 presents the results of the multiple regression analysis with RIAS-B Pre-Encounter subscale as the criterion variable and GPA, psychological adjustment, and the 12 coping style scores as the independent variables. Approximately 40% (r squared = .397; p = .03) of the variance in the Pre-Encounter subscale scores was significantly influenced by this set of independent variables. The use of diversion as a means of coping with day-to-day problems was the significant and positive contributor to Pre-Encounter subscale scores; while; the use of relaxation, psychological adjustment, and GPA were found to be significant and negative contributors.

Table 3 presents the results of the multiple regression analysis with RIAS-B Internalization subscale as the criterion variable and GPA, psychological adjustment, and the 12 coping style scores as the independent variables. Approximately 41% (r squared = .410) of the variance in the Internalization subscale scores was significantly influenced by this set of independent variables. The use of demanding activity, relaxation, and social support as means of coping with day-to-day problems were found to be significant and positive contributors to Internalization subscale scores; while the use of diversion was found to be a significant and negative contributor.

Neither Encounter (r squared = .32; p = .16) nor Immersion/Emersion (r squared = .36; p = .07) subscales were found to be significantly predicted by this specific set of independent variables. It must be noted that although the entire model was not found to predict Immersion/Emersion, statistical significance was approached and the use of humor was found to be significantly correlated.

Discussion

The contribution of the model examined in to study (i.e., GPA, psychological adjustment, and coping strategies) as a predictor of urban adolescents' Black racial identity attitudes was found to be significantly associated with attitudes associated with only Pre-encounter and Internalization statuses (Stages 1 and 4). Findings indicate that with this particular urban adolescent student population, counselors and educators might use adolescents coping strategies, academic performance, and psychological adjustment as a means to better identify struggles with identity in terms of being Black in a predominantly Black urban school setting. The following provides an overview of the significant findings.

Pre-encounter Racial Identity and the Model

Adolescents who have high Pre-Encounter racial identity subscale scores: assume beliefs that Black and Black culture are inferior to White people or to White culture due to immorality, lower intelligence, and lower motivation and lack of focus and ability to self-direct; view Blacks as a group with a sense of shame and rejection; attempt to "prove" his or her superiority over other Blacks by attempting to gain acceptance by Whites; and have a primary information-procession strategies are selective perception and obliviousness to socio-racial concerns (Thompson & Carter, 1997). Findings from this study suggest that greater adherence to such a beliefs within an urban predominantly Black high school setting and community is associated with both lower academic performance and less positive psychological adjustment which was critical in leading to positive outcomes in the development of all adolescents in movement toward becoming fully functioning healthy young adults. In addition, this set of attitudes seems to be

sustained by the unwillingness or inability to relax (negative relationship with the Use of Relaxation) among one's own people and a greater exposure to mainstream literature/media as a means of coping with problems (positive relationship with the Use of Diversion). Engaging in such activities as watching television and reading may serve as a means of removing oneself from the Black environment and lead to overexposure to and consequently over-identification with negative stereotypical portraits of Blacks that are prevalent within the media. This unique adaptation may not allow for relaxation due to the necessity of over-vigilance in self-monitoring, repressing, and controlling any qualities that have been associated with being Black, which would certainly explain the strong negative association with psychology adjustment. Adherence to these attitudes in this particular setting appears to be quite costly. These findings are supported by the preponderance of prior empirical studies in the literature that examines this association (Allen, 1985; Arroyo & Zigler, 1995; Carter, 1991; Comer, 1988; Evans & Quarterman, 1983; Neville, et al., 1997; Ward, 1990). The association between limited psychological well-being and academic success with these attitudes is well-established. Results from this study support that notion at actually adhering to anti-Black attitudes may instead to the most detrimental state for African American urban youth.

However, there are a number of studies and authors who suggest that academic achievement is associated with African American students dissociation with the culture and other Blacks within their life setting. (Fordham, 1988; Fordham & Ogbu, 1986; Witherspoon, et al., 1997). Some authors purport that the need to please peers who may tend to interpret academic success as being White may be overwhelming and serve as a deterrent to the pursuit of academic competence. The mixed findings in the literature

tend to support the important of future research to examine the environmental/cultural factors that influence different outcomes.

Internalization Attitudes and the Model

Adolescents who have higher Internalization racial identity subscale scores: tend to cognitively and affectively reject racism and other forms of oppression because of the recognition that various structure of domination serve to exploit the ideology of a common humanity; establish relationships with individual Whites who merit such relationships and is able to analyze Whites and White culture for its strengths and weaknesses (Helms, 1990, 1995). Findings from this study suggest that greater adherence to such a beliefs within an urban predominantly Black high school setting and community is associated with both more positive psychological adjustment which was critical in leading to positive outcomes in the development of all adolescents in movement toward becoming fully functioning healthy young adults. In addition, this set of attitudes seems to be sustained by engagement in demanding and achievement oriented activities (positive relationship with use of demanding activity), use of relaxation (positive relationship with use of relaxation) and social support as a means of coping (positive relationship with use of social support), and limited use of diversion (negative relationship with use of diversion) as a means of coping.

It is noteworthy that academic performance was not found to be associated with this unique set of racial attitudes. Results suggest that individuals in this setting might adhere to Internalization racial attitudes and have either high or low academic achievement. One potential explanation for this outcome is that more conscious decision-making is involved in the pursuit of academic success or other factors not

measured in study may play a role in influencing grade point average than racial attitudes. Future research is certainly warranted.

Implications of finding for Counselors. Findings indicate relaxation techniques as one possible strategy for gently moving adolescents from the hypervigilance of the Pre-Counter to the Encounter stage wherein greater awareness of self in relationship to others in and outside of the community occurs. In addition, restructuring the focus of diversion as a means of coping may also result in clients becoming more in tune with a more positive viewpoint of 'Blackness'. It would not necessarily mean to decrease the use of diversion, but to replace current means of diversion with those that will be less isolating and more positively reinforcing of the strengths and successes of Blacks in general. These potential strategies much be very sensitively applie : gi en that Pre-encounter individuals may tend to resist any efforts to directly correct misconceptions about what it means to be Black, whether it is from a Black or a White counselor. However, the implications of results of this study allow a means for doing so without a direct challenge to racial attitudes.

The significant results of the multiple regression analysis with Internalization attitudes as the criterion variables also have implications for service delivery. In addition, to the relaxation technique interventions suggested above and the Black positive restructured and prescribed use of diversion activities, counselor may also structure small groups of like-minded students to engage in challenging and demanding activities that provide some focus and positive sense of self as individuals. Such groups would provide the teacher/counselor support, but also the peer support that results suggest may be essential in developing and maintaining Internalization attitudes. These findings may

support the positive relationship that has been found in prior literature associating higher academic performance of students engaged in extracurricular activities (i.e., athletics, academic student clubs, tutoring, support or problem-solving groups, service learning activities, academic student clubs, student government).

Encounter and the Immersion/Emersion Statuses and the Model

The point of departure of these findings from the prior literature is the body of empirical research that found a significant relationship between Encounter and Immersion/ Emersion Statuses with GPA (McCurtis, 1997) and Immersion/Emersion attitudes' association with greater levels of psychological maladjustments and distress (Neville, et al., 1997; Perham & Helms, 1985). One possible explanation for this distinctive result is that setting difference. Though both samplings occurred in African American high schools, this does not necessarily indicate community or school setting similarity. Future research that includes school setting variables as on of the independent variables may increase understanding of both parental and school environmental influence on the development of racial attitudes.

Limitations of the Findings

1. All measures used in this study were self-report and therefore may only reflect what the individuals wished to relay and not what is their actual belief or practice.
2. The results may not be generalizable to all other urban high school populations given the clearly defined community setting and description of the school, this is particularly true given the limited sample size, the collection of data only at one particular school setting, and the focus on only the senior class.
3. The sampling process for participants was somewhat haphazard in that only attenders at the time of data collection completed packets. Consequently, these results may only

reflect gender differences among those who attended during that time period and little may be known about non-attenders who may be more or less diverse.

Future researchers are strongly encouraged to attend to these limitations in efforts to more clearly identify gender differences among urban adolescent high school students.

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Table 1

Results of Pearson product correlation analyses examining relationship between criterion variables and independent variables (* $p \leq .05$).

	Pre-encounter	Encounter	Immersion/Emersion	Internalization
GPA	-.26*	.18	.07	.17
ABI	-.89	.04	.05	.05
Activity	.23	.30*	.30*	.23
Friends	-.02	-.05	.09	.02
Prof. Supp.	.19	.01	.02	-.16
Ventilating	.08	.13	.04	.18
Avoiding	.13	-.04	-.12	-.10
Spiritual	.25	.34*	.19	.03
Humor	.17	.26*	.47*	.07
Relaxing	-.07	.18	.18	.24
Family	.17	.09	-.04	.05
Social Supp.	.02	.32*	.20	.19
Self-reliance	.15	.04	.02	-.04
Diversion	.21	.30*	.37*	.06
Mean	18.38	9.54	21.22	33.37
Standard Deviation	4.71	2.45	4.31	4.52
Range	11-33	3-15	11-31	18-43

Table 2.

Significant Results of Multiple Regression Analysis with Pre-encounter as the criterion variable and GPA, ABI (Psychological Adjustment), and Coping Styles as the independent variables.

Variable	B	SE B	Beta
Relaxing	-.85	.33	-.43
Diversion	.44	.21	.49
ABI	-2.20	.94	-.36
GPA	-1.45	.67	-.28

Note. All variables entered, r squared = .40, F = 2.07.

p = .03.

Table 3.

Significant Results of Multiple Regression Analysis with Internalization as the criterion variable and GPA, ABI (Psychological Adjustment), and Coping Styles as the independent variables.

Variable	B	SE B	Beta
Demanding Activity	.61	.22	.49
Use of Diversion	-.54	.19	-.64
Relaxing	.83	.31	.44
Social Support	.46	.20	.41

Note. All variables entered, r squared = .41, F = 2.18.

p = .02.

Summary of Results

1. To what degree do GPA, psychological adjustment, and coping style predict racial attitudes associated with the Pre-encounter Stage of the Black Racial identity Scale?

   In this multiple regression, the entire model was found to significantly predict 39% ($p=.03$) of the variance in the Pre-encounter racial attitudes scores within this population. The variables that were found to significantly contribute to this prediction were Diversion (positive relationship), Relaxing (negative relationship), Psychological Adjustment (negative relationship) and GPA (negative relationship). This means that those students who adhered to these attitudes tended to be those who used diversion and relaxation as a means of coping, had less positive psychological adjustment, and lower GPAs. (See measure description for meaning of the variables.)

2. To what degree do GPA, psychological adjustment, and coping style predict racial attitudes associated with the Encounter Stage of the Black Racial identity Scale?

   The model was not found to significantly predict the attitudes associated with this stage and none of the variables were found to be significantly related.

3. To what degree do GPA, psychological adjustment, and coping style predict racial attitudes associated with the Immersion/Emersion Stage of the Black Racial identity Scale?

   The model was not found to significantly predict the attitudes associated with this stage, however, it did approach significance ($p=.07$). However, one of the variables, use of humor as a means of coping, was found to be significantly and positively related. This relationship suggests that these attitudes might be associated with a greater expression of humor as a means of coping in these settings.

4. To what degree do GPA, psychological adjustment, and coping style predict racial attitudes associated with the Internalization Stage of the Black Racial identity Scale?

In this multiple regression, the entire model was found to significantly predict 41% ($p = .02$) of the variance in the Internalization racial attitudes scores within this population. The variables that were found to significantly contribute to this prediction were Activity (positive relationship), Diversion (negative relationship), Relaxing (positive relationship), and Social Support (positive relationship). This means that those students who adhered to these attitudes tended to be those who used activity and relaxation as a means of coping and tended to use diversion less often. (See measure description for meaning of the variables.)

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